

64TH CONFERENCE ON EXCEPTIONAL CHILDREN


WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

**Roads to Learning and Earning
After High School:
The Role of Transition Services
in Raising Expectations and Attitudes
For Students with Intellectual Disabilities**

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PUBLIC SCHOOLS OF NORTH CAROLINA
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Mission: North Carolina Council on Developmental Disabilities

... to ensure that people with developmental disabilities and their families participate in the design of and have access to culturally competent services and supports, as well as other assistance and opportunities, which promote inclusive communities.



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Learning and Earning After High School

- Three year state funded contract through the North Carolina Council on Developmental Disabilities (in Year 2)
- In collaboration with North Carolina Department of Public Instruction

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Main Purpose of NCCDD Grant Initiative

To ***change attitudes and increase expectations*** of administrators, teachers, families, students, and community service providers **with increased opportunities and more positive outcomes** with individuals with **intellectual disabilities**

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Objectives

- **Raising expectations** of students, families, teachers, administrators
- Demonstrating **possibilities** of competitive employment, postsecondary education/training, and independent living options **for youth with intellectual disabilities** (e.g., highlighting success videos and stories across NC)
- Providing teachers, families, and school districts with a **web-based resource** as a guiding blue print for preparing students with intellectual disabilities with opportunities **for positive post-school outcomes**

Current LEA Partnerships




Four LEAs in North Carolina
 2-large (Harnett, Catawba)
 1-medium (McDowell)
 1-small (Graham)

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Overview

<p>NCCDD Grant Staff</p> <ul style="list-style-type: none"> • Develop web-based resource matrix for teachers, families, and students • Conduct LEA focus groups and surveys • Collect or film success videos and YouTube clips 	<p>Four LEAs</p> <ul style="list-style-type: none"> • Create Advisory Teams with Parent Liaisons • Participate in Focus Groups and Online Surveys • Contribute to and implement the web-based resource in middle schools and high schools • Collect resources (e.g., lesson plans and videos)
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Why Focus Groups & Surveys?

- What is happening in North Carolina classrooms today relating to transition?
 - *Strengths/Needs assessment/Identified barriers*
- Access the level of expectations after high school for students with intellectual disabilities
 - *Families/teachers/administrators/students*
- Provide feedback and evaluation of Learning and Earning After High School web-based resource

Initial Focus Group Results


Strengths, Needs, Barriers

Transition Survey Results

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Transition Survey Demographics

- Administered during the months of February- March 2014
- LEAs sent out a total of 270 surveys to teachers, administrators, VR counselors, transition coordinators, job coaches, and families in Catawba, Graham, Harnett, and McDowell counties
- Option to complete survey using surveymonkey (online) only
- Return rate = 151 total identifiable responses received (55.9%)
 - Families (n= 4)
 - Teachers (n= 115)
 - Administrators (n= 11)
 - Transition Coordinator/Specialist (n=14)
 - Job Coach (n=3)
 - VR Counselors (n=4)


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Transition Survey Questions

- **Demographics:** School district and role
- Teaching the when (grade), how (format), and "if" these topics should be taught:
 - Self-awareness and expressing strengths, preferences, interests, and needs
 - Importance of accommodations/modifications
 - Advocating (rights and responsibilities, community supports)
 - Participating actively in IEP meetings
 - Identifying and recognizing barriers or solutions with postsecondary, education, or independent living goals

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ADDITIONAL COMMENTS FROM THE TRANSITION SURVEY



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Student

“I am a student on this committee. Most of my answers were 11th grade because no one ever ask me about any of that stuff until I got an advocate.”

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Teacher

“I would like to say that in the past transition **wasn't done the way it should be** done according to NC Policy and Procedures that govern students with disabilities. However, **last school year our EC Director hired a transition specialist last school year and she is doing a great job** of informing the schools about transition and the way it is supposed to work.”

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Teacher

“Most of the teaching is done during the IEP meetings. These issues, to my knowledge, are **not addressed during the regular school day.** I teach Lifeskills students with Moderate Intellectual Disabilities. These issues are **typically addressed with the parents during IEP meeting** or parent conferences.”

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Teacher

“Most of my students would not be able to understand these issues. **Those that do are included in the IEP meetings.** Additionally, as a teacher new to the high school level and self-contained setting, **I am still learning the transition process myself!”**

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Teacher

“Only if in conjunction w/parents as each students disability (abilities) are different & it takes knowledge of the person. **I do not recall that students were taught to understand their disability** at all. Students were **never taught how to advocate** for in-school supports. Students **should be taught to lead IEP meetings** prior to 12th grade. Advocate Community Supports. Schools etc. **Don’t seem to know what is out there in the community** and this is BAD. **THANK goodness this is being addressed!!”**

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Teacher

"In the past, I have found that the students I work with **are receiving very little information or support from the transition team** in getting in touch with VR or other possible resources. I have **contacted VR myself**, and tried to help my students **establish contacts** but have found that VR doesn't follow through on their end much of the time. I have **used resources from PEPNET** to try to ensure seniors understand their disability and the accommodations they may need/request at college or in the work place.

PRELIMINARY FINDINGS FROM Expectations Survey




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Expectation Survey Demographics

- Administered during the months of May/June 2014
- LEAs sent out a total of 2,015 surveys to students with intellectual disabilities, teachers, families, and administrators in Catawba, Graham, Harnett, and McDowell counties
- Option to complete survey using surveymonkey (online) or completing by paper and returning in a pre-paid mailing envelope to NCCDD grant staff who entered into surveymonkey


Return rate = 677 total responses (33.6%)

- Students (n= 269)
- Families (n= 277)
- Teachers (n= 105)
- Administrators (n= 26)

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Expectation Survey Questions


- **Demographics:** Intellectual disabilities = mild, moderate, severe/profound
- Based all questions on maximum percentage for:
 - Paid job after high school
 - Earning enough to support themselves after high school
 - Getting a regular high school diploma
 - Getting a driver's license
 - Living away from home with or without supervision
 - Attending a postsecondary education program (i.e., 2 year, 4 year, vocational/technical)

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Family Expectations

Compared to families with students who have moderate or severe ID, families of students with mild ID have stronger expectations for their son/daughter to:

- Get a job
- Support themselves
- Get a diploma
- Get a driver's license
- Live outside of the house with help
- Pursue postsecondary education

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Comparing Family & Student Expectations

Compared to families expectations for students, students had greater expectations for themselves to:

- Get a diploma
- Get a driver's license
- Live outside of the house without help
- Pursue postsecondary education

Families had stronger expectations than the students that they would live independently with help

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Teacher Expectations

For teachers reporting majority of their students being in the mild ID category:

- Stronger expectations were rated in all areas for students with mild ID over teachers who worked with moderate to severe ID categories.


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NEXT STEPS

RTLE.org to LEAs for trial run (keep adding resources/videos)	Conduct Evaluation and Expectation Surveys
Modify RTLE.org according to evaluation	Expand RTLE.org to other schools and NCDPI

Sneak Peek of the RTLE.org Web-based Resource



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How Can You Help Us?

We NEED Videos of Success Stories

1. Past and present students with ID who are employed, attending PSE programs and/or living independently.
(Talking about their job, school, independent living and how they became successful)
2. Community service providers explaining eligibility and what services their agencies provide
3. Expert teachers in North Carolina explaining how to complete Secondary Transition Component of IEP for compliance, as well as providing resources used that have a direct impact on postsecondary and employment goals/outcomes

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Contact Us

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